

Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.



Dear Friends of Agriculture in the Classroom

Henry "JH" Bahn, Director,
Higher Education Programs, USDA

My Administrator, Dr. Chuck Laughlin, has remarked that those of us in agriculture have the sole position in humankind's most important race, that is to produce food, fiber and related products for a growing world population. By the time current pre-K students enter the work force, the world population will be approaching 10 billion. Issues of food and fiber production, nutrition, environmental stewardship, water quality and use, global trade, and a host of yet to be determined topics will increase the importance of the agricultural sector, as well as public interest in it. H.G. Wells, in *The Outline of History*, observed that "human history becomes more and more a race between education and catastrophe."

Teachers are at the leading edge of that sole position. The AITC program is a unique support mechanism to enhance the knowledge base of teachers, integrate the immensely important topic of agriculture across the curriculum, and increase the effectiveness of classroom teaching.

Recently, Secretary of Education Riley noted that many beginning teachers have

insufficient subject matter knowledge. He called on college and university education departments to pay more attention to full preparation of their graduates—to make teacher certification more meaningful.

AITC is a tremendous subject matter resource to over 150,000 American teachers. Our goal is to make it even more effective, for an even larger number of teachers. Working together, the States and the Federal partners can continue to move toward that goal.

Let me make you aware of another small resource. I maintain an E mail server called "exted." The purpose is to provide information, policy notes, funding opportunities, conference announcements, job opportunities, etc., to interested educators. Some are university faculty, some are extension educators, some are classroom teachers. They come from over 30 different countries. This is a 2-way communication tool—those on the list can use it to solicit information from their peers, offer their materials to others, and generally collaborate. If you'd like to subscribe—there is no charge—just send an email to: majordomo@reeusda.gov with the message: subscribe exted <your email address>

Give it a try, you might find it useful. If not, it is just as easy to unsubscribe!

The U.S. Department of Agriculture prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political belief, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information. (Braille, large print, audiotope, etc.) Should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, S.W., Washington, DC 20250-9410 or call (202) 720-5964 (voice or TDD), USDA is an equal opportunity provider and employer.

United States Department of Agriculture

Cooperative State
Research, Education,
and Extension Service

Winter 2000
Vol. 15, No. 4

Ag in the Classroom Notes is published quarterly by the United States Department of Agriculture (USDA), Washington, DC.

Ag in the Classroom is administered by the Science and Education Resources Development division of the Cooperative State Research, Education, and Extension Service (CSREES).

Charles Laughlin
Administrator, CSREES

Colien Hefferan
Associate Administrator, CSREES

K. Jane Coulter
Deputy Administrator
Science and Education Resources
Development

Henry Bahn
Director
Higher Education Programs

Subscriptions to *Ag in the Classroom Notes* are available to the public at no charge. To subscribe, cancel a subscription, or change an address, contact USDA, CSREES/HEP, *Ag in the Classroom*, Mail Stop 2251, 1400 Independence Ave., S.W., Washington, D.C. 20250-2251 (telephone 202-720-7925 or fax: 202-690-0062; email: glwilliams@reeusda.gov). For an address change, please send the mailing label from your *Ag in the Classroom Notes* newsletter.

Ag in the Classroom Staff:
Kevin Bacon,
K-12 Team Leader
email: kbacon@reeusda.gov
Dorothy Jackson
National Program Leader
email: djackson@reeusda.gov
G. Lindell Williams
Outreach and Program
Development Specialist
email: glwilliams@reeusda.gov
or
Voice: (202) 720-7925
Fax: (202) 690-0062

A State Profile: California Foundation for Agriculture in the Classroom

California's legislature formalized this fall what those in agriculture have known for decades: *This century has sustained such a substantial decline in the number of people involved in production agriculture that a staggering majority of Americans in particular, those of school age—no longer inherently understands the depth to which agriculture touches their individual lives.*

Agricultural leaders long ago recognized the repercussions this trend could impose upon the "public health" of a nation apathetic toward agriculture. Today, many efforts work in concert to rejuvenate the public's awareness of agriculture's value. Since the mid-1980s, one of those, the *California Foundation for Agriculture in the Classroom*, has been connecting school children with a message about why they should care about agriculture.

With this fall's passage in California of two bills supporting agricultural awareness in the State's schools, agricultural literacy now has a legislative backbone and the foundation has a strong foothold on the trail leading to that destination.

Which trail to take? The trail actually branches off into many pathways, each one leading educators toward different means of achieving agricultural literacy in their classrooms. The annual Agriculture in the Classroom California Conference forms one of those paths. In October, that event alone brought together more than 400 participants—the majority were educators—who spent three days touring agricultural sites and attending workshops and roundtable sessions.

"It is the highlight of my teaching year," wrote one educator as the conference wrapped up. "I am charged to use new ideas with my students, faculty, and district," she continued. "I learned something every time I turned around!" another participant wrote. The conference is just one way in which the foundation supports educators in ag literacy. "We play a key role in the state in helping teachers pinpoint resources that teach about agricultural topics," says foundation Executive Director Judy Culbertson. "Those resources have a variety of origins." We've developed quite a few, and many more are produced by other organizations like California Women for Agriculture or California Forest

Products Commission. The important thing isn't where they come from, but that they are high quality resources and useful in a classroom setting.

"Our task really is two-fold," Culbertson continues, "with the harder part being that we have to convince educators in the first place that they need to teach about agriculture's role in society. The legislative backing will make that part easier because now it's the Department of Education, not just agricultural organizations, saying that it's important to include agricultural information in school curriculum. As teachers get this message, more and more will be searching out resources. We're ready to provide them."

Pulled into the Web. Once convinced to blend agricultural strands into their educational plans, educators can find multiple resources available from the foundation—lesson plans and units, resource guides, commodity fact sheets, newsletters, and more.

This strategy for information dispersal quite literally wraps its filaments around the whole of what Agriculture in the Classroom provides. The foundation's Web site at www.cfaitc.org is crisscrossing the State with agricultural education materials at a phenomenal rate of speed. Statistics show that since the first week in November the site, on average, received more than 1,200 hits per week.

It is an efficient conduit of information that transmits Agriculture in the Classroom information way beyond the foundation's mailing lists. For example, the site provides instant access to almost all the educational resources generated by the foundation. It is constantly updated, and keeps educators and volunteers apprised of regional events or workshops that can enhance many agricultural literacy efforts. A section devoted specifically to other related sites across the Nation, even around the globe, draw browsers into the web of research for hours.

Grassroots support. Word of mouth may not be as widespread as word-by-Web, but personal contact still has a power all its own. Almost 500 educators have attended the Summer Agricultural Institute (SAI), the foundation's annual week-long intensive course combining agricultural information with educational techniques.

Continue on page 6

National Ag Day

*Kathleen Montgomery
Agriculture Council of America*

We all remember uttering the words, "When I grow up, I want to be." Days of dreams turned to days of discovery, developing talents and skills.

Modern agriculture is a world of opportunity that attracts the young and talented as they match their interests with what they enjoy. Agriculture's world of opportunity is full of more than 200 rewarding, diverse, and challenging careers.

You can work indoors or outdoors, with your hands or your head, working alone or with others. Regardless of your preferences, careers in American agriculture are rewarding and challenging.

To fully appreciate the world of opportunity, you need to DREAM BIG. As technology opens the doors to new opportunities that past generations couldn't even imagine, the sky is the limit with American agriculture.

"America's Largest Classroom on Agriculture" is setting the stage for the stars of agricultural literacy. Each year during National Agriculture Week, the spotlight will shine on existing year-round agricultural literacy efforts such as Agriculture in the Classroom to further the impact of excellence in education.

Working together with the leaders of agricultural literacy, the Agriculture Council of America (ACA) will deliver educational kits to educators and students during National Agriculture Week, coming up March 19-25. In addition, ACA will highlight national activities and events with a special session of "America's Largest Classroom on Agriculture" in our Nation's capital.

For more information about joining "America's Largest Classroom on Agriculture" or to request an educational kit of lesson plans, posters, facts sheets, and other materials, contact the Agriculture Council of America, 11020 King Street, Suite 205, Overland Park, KS 66210, phone (913) 491-1895, fax (913) 491-6502, E-mail info@agday.org. Spice Up Your Classroom with Agriculture... Visit Web site www.agday.org.

Hope to See You There!

*Debra Spielmaker, President
Ag in the Classroom Consortium*

The National Agriculture in the Classroom (AITC) Conference is a wonderful educational opportunity that you won't want to miss. Mark your calendar for June 14-17 and make your plans to join us out west! The National Conference is designed to further the Agriculture in the Classroom (AITC) mission to increase agricultural literacy among our youth. It provides teachers, State AITC program leaders, hundreds of AITC volunteers and board members with new ideas, materials, and a renewed enthusiasm! This millennium conference is being co-hosted by the U.S. Department of Agriculture and Utah Agriculture in the Classroom.

Your attendance at the conference will renew your teaching expertise and positively influence your curriculum and teaching techniques. Further, take advantage of the Utah State University semester credits which are being offered to conference attendees.

Start the week off by participating in the Pre-Conference two-day Educational Workshop, June 12 and 13 at Utah's largest ranch. Register early for this! The conference agenda includes: J. Scott Vernon, Ph.D., a motivating, stimulating, and inspiring speaker, educational tours (Traveling Workshops), over 20 different hands-on workshops, a Make-and-Take Fair, presentations and a special evening at a pioneer village, a specially ag-designed teacher store, and State and national educational exhibits.

For more information and to register see the enclosed brochure. To register online or for more information, visit the National Agriculture in the Classroom web site at www.agclassroom.org or call 202-720-7925.

Educational Resources and Activities

Helping Young Minds Grow

National Gardening Association

Discipline: Science

Concepts: Classification, Observation, Scientific Methodology

Agricultural Focus: Herbs

Grade Levels: K-12

The National Gardening Association (NGA) helps schools nationwide develop indoor and outdoor gardens that create community connections, grow engaged learners, and inspire environmental stewards. Here's what NGA can offer schools to help young minds grow.

Teaching Tools Catalog

This catalog features exemplary educational materials for using plants and gardens as living learning laboratories. It includes indoor and outdoor gardening equipment, and curricular and thematic resources such as books on butterfly gardening, composting with worms, Native American gardens, and more.

Growing Ideas: A Journal of Garden-Based Learning

Published 3 times a year, this 12-page newsletter features thematic articles covering topics from butterfly gardens to school compost projects. It reports how teachers use plants to spark science learning and highlights free resources and grant opportunities.

Kids and Classrooms Web Site

This site includes information about educational programs and grants. Teaching Tools catalog, *Growing Ideas* articles, an online and direct links to e-mail pals from other growing classrooms. Also featured are links to other plant- and garden-based Web sites.

GrowLab K-8 Science Program

NGA's National Science Foundation-funded GrowLab program includes indoor garden laboratories, curriculum materials that align with the National Science Education Standards, a national network of trained consultants, and professional development training manuals and videos. GrowLab's

inquiry-based teaching approach helps students learn to think and act like scientists, as they use their own questions and observations as springboards for learning.

Youth Garden Grants Program

Every year, 300 schools and youth groups are each awarded an assortment of tools, seeds, and garden products valued at more than \$750 to help initiate or sustain a gardening program. Applications are available in March for a November 1 deadline. See our website for details.

Plant a Garden in a Classroom Program

We have found that the most successful school gardening programs involve others in the community. When a garden club, PTO, or civic organization requests information, we send them a sponsor's kit that contains eight thematic garden projects. Each garden project contains teaching tools (including activity books, teacher guides, and videos), equipment, and ongoing support. In addition, an organization may choose to add teacher training to any project package.

Aromatic Lessons

What better motivator for student investigations is there than plants that feel cool, smell great, and can turn mere tomatoes into pizza sauce? Consider ways in which you can use herbs in the classroom to get students observing, comparing, and designing investigations. Here are a few suggestions to inspire your thinking.

1. Early in a unit, have the class generate a list of ways they use herbs. Revisit and revise the list as research and investigations generate new information. Have students create concept maps with "herbs" at the center and then create new concept maps at the end of a unit.
2. Provide or have students bring in a variety of dried herbs and spices. Challenge them to carefully observe the contents. Have students infer what part of the plant each ingredient comes from. Alternatively, bring in dried herbs and spices and the corresponding plants and seeds. Have students try to match the plants with their dried forms.
3. Have students explore and compare a mixture of herb and non-herb potted plants. Ask them to organize the plants into groups with similar attributes, then let other classmates guess how the groups were categorized for example, by smell, plant structure, taste, flower, or color. Discuss what

attributes seem to distinguish herbs from other plants.

4. Challenge students to find the "the best" herb or combinations of herbs for particular purposes. For instance, the best spaghetti sauce herb, best salad dressing combo, or the best herb for fragrant bath oil. Have students do a simple survey of their family and friends to gather information about preferred herbs for different purposes.

5. Invite students to become herbal sleuths, looking for evidence of herbs in grocery stores, household products, pharmacies, and so on. Consider experimenting with your own herbal creations. (One first grade class made calendula oil to use on chapped hands. They grew calendulas indoors, then picked the flowers and left them submerged in olive oil on a windowsill. After six weeks, they shook, strained, and bottled the mixture.)

Note: *It's important to check for allergies before inviting students to rub, taste, or otherwise touch herbs. Also remind students that although the herbs used in the classroom may be safe, they should not experiment with plants they find elsewhere until checking with a responsible adult!*

For additional information, contact the National Gardening Association at 180 Flynn Avenue Burlington, VT 05401, or call (800)538-7476 or visit their Web site at: www.garden.org/edu.

Kids' Gardens—from Coast to Coast

Like panels in a patchwork quilt, America's youth gardens reflect a rich and inspiring diversity of communities, personalities, and cultures. Highlighted in this article, are the special efforts of children, teachers, and volunteers who are "making a difference" through gardening in schools and neighborhoods nationwide.

When Chisholm Life Skills Center in Wichita, KS opened in the fall of 1996, the school grounds were essentially a "blank slate" devoid of plants and trees. With an eye toward a greener future, teacher Kathy Huschka initiated a "garden class," which quickly grew to involve nearly all of the school's 133 special needs children.

Assisted by parents, teachers, and administrators, Chisholm students set to work planting trees, flowering shrubs, and a flower bed filled with canna lilies. Inspired by the transformation of the school grounds, a retired teacher volunteered carpentry skills and helped students' construct raised beds, birdhouses, garden fences, benches, and a gazebo.

Ms. Huschka and her students applied for and won a 1999 National Gardening Association Youth Garden Grant to expand the school's vegetable garden and greenhouse program. Motivated by the award, Chisholm students eagerly completed spring planting projects using the tools, seeds, and gardening materials supplied by the grant. Then on May 3, tragedy struck when the school was hit by a tornado!

Although their new garden beds and tool shed were totally devastated, the tornado could not quench the "gardening spirit" in Ms. Huschka's students. Replanting efforts began almost immediately, and with funds raised through a community yard sale, the gardening class built a new 12' x 16' greenhouse/tool shed.

Kathy Huschka's students provide an inspiring example of the determination needed to keep a garden program growing in the face of adversity. "This was just another challenge to overcome," emphasized Kathy. "Despite setbacks, we will continue to garden and share the love and knowledge of gardening with our students!"

If you have a story to share for Kids' Gardens from Coast to Coast, contact Jim Flint, Youth Garden Grants Director at: email:jimf@garden.org

Name the Garden Contest—It's time to think about your spring garden plan

Adapted from the book sowing the Seeds of Success by Marcia Eames-Sheavly and the National Gardening Association.

It would be a pity to create a wonderful school or class garden, then simply refer to it as the "school garden" or "library garden." Consider how a garden name can spark interest and cleverly reveal its purpose or thematic focus. Habitat Discovery Garden, Salsa Garden, and Ladybug Land all evoke different images. Which would volunteers rather join: the Garden Committee or the Green Team? Michigan State's 4-H Children's Garden could have had a Grain Garden, but instead opted for a Cereal Bowl. Holding a garden-naming contest can generate excitement, community pride, and a sense of ownership. What's more, it can spark creativity, "contestants" try to create names that are appealing and descriptive, and evoke an image of how the garden might look. Remind contestants of program goals, and encourage them to subtly weave the primary objectives of the garden into suggested titles. Short, easy-to-pronounce names tend to be more memorable than lengthy ones.

Rottin' Lessons!

Wait! Don't trash those lunch box leftovers! Use them and other disposable items to conduct an experiment in decomposition, the natural process that breaks down dead plants and animals into tiny particles. Decomposing agents such as molds, fungi, and bacteria are the final links in food chains. They feast on organic matter for energy, breaking it down into simpler molecules that become nutrients for plants. The nutrients help plants to grow and mature, and the cycle begins all over again. The process also gives off heat, which in turn speeds up decomposition.

Composting happens when people promote this natural process by creating an environment in which particular decomposers thrive. Small invertebrates such as sowbugs and earthworms are responsible for much of the physical breakdown of materials. Microorganisms—so minuscule that a mere teaspoon of soil could contain billions of them—accomplish most of the chemical decomposition in a compost pile.

Although students can't see many of the decomposers, they can explore their behavior up close. Try these winter/spring activities before building a compost pile.

*Fill a plastic bag with some "once living" organic matter, such as cut fruit, grass clippings, or moist bread and hang the bag on the bulletin board with a sign reading, "What do you think is happening in this bag?" From time to time, have students open it and take a whiff. Ask them to describe and explain the odor, as well as the temperature of the bag.

*Ask students to generate a list of things they think will and will not decompose. To test predictions, create mini-decomposition chambers using sealed plastic bags or clear plastic containers to leave in the classroom or bury outside. Students can experiment by adding air holes, blowing in air, or including soil in some containers. Ask students to observe the containers regularly or dig them up after a month to examine the contents.

*Challenge youngsters to work outdoors in small groups to find examples of decomposition in action. Ask them to describe what they observe that leads them to deduce that decomposition is—or is not—occurring.

*Explore how composting can help communities meet local and State waste-reduction mandates.

The concept of recycling bottles and cans versus the recycling that happens when natural waste is returned to the earth can be confusing to kids. Seeing, feeling, and promoting decomposition helps them to grasp the difference.

Want to dig deeper? The April 2000 issue of the *Growing Ideas* journal will feature project ideas, resources, and classroom tales about cultivating compost and getting hooked on worms. For a sample issue of *Growing Ideas*, send an e-mail request including your name and address to: eileenk@garden.org

You may also want to visit this compost-rich Web site: Cornell Composting in Schools
<http://www.cfe.cornell.edu/compost/schools.html>

Interested in composters, worm bins, or worm-related curricula? Visit our KidsGardening online catalog. <http://store.yahoo.com/nationalgardening.worms.html>

A State Profile. ...

Continue from page 2

Many SAI graduates, plus other teachers who have attended county- and university-based agricultural seminars, form the crux of a statewide network of educators encouraging agricultural inclusion in classroom settings. These "ambassadors" are instrumental in carrying back to their own school site news about the benefits of Agriculture in the Classroom. Their enthusiasm often swells because of contact with farmers and ranchers who personalize the business. And that's where the fundamental base of the Agriculture in the Classroom program lies, according to Culbertson.

"We could never accomplish our goals without the energy and dedication that the farmers, ranchers, and other agriculturists provide," she claims. "This program is indebted to the grassroots support that exists to help in everything from major events like conferences to less rigorous visits to schools. We couldn't continue to blaze new agricultural literacy trails without the help of the agricultural community. Our program depends heavily on the many volunteers who support us with their time and energy."

The California Foundation for Agriculture in the Classroom is a non-profit 501(c)(3) organization supported by voluntary contributions. To learn more about it and other Agriculture in the Classroom projects, contact the foundation at 916-561-5625.

Welcome to ...



Looking for a great web site for your kids or students to learn about agricultural science—in Spanish? This site's for YOU!

Check it out at

<http://www.ars.usda.gov/is/espanol/kids>

Ciencia Para Niños includes lots of creative stories—plus ag science project ideas and a special section on careers for new scientists. And just wait until you see the photos, graphics, and trivia!

- Designed for kids 8-13 years old, but older kids and adults will love it too!
- Great for use in interdisciplinary programs to help students gain a greater awareness of agricultural research.
- Available in English as "Sci4Kids"—use both sites in bilingual education programs or language classes. See the English version at <http://www.ars.usda.gov/is/kids>

Stories are based on research conducted at the Agricultural Research Service, the U.S. Department of Agriculture's chief in-house scientific research agency.

¿Estas buscando una paginá maravillosa en el Web para tus hijos o tus estudiantes para que aprendan de la ciencia agrícola - en Español?

Investigalo en:

<http://www.ars.usda.gov/is/espanol/kids>

Ciencia Para Niños incluye muchas historias creativas —plus ideas para proyectos de ciencia agrícolas y una sección especial de carreras para científicos nuevos. Y deja que veas las fotos y graficos.

- ¡Diseñado para niños de 8-13 de edad, pero todos les encantaran también!
- Fantastico para los programas interdisciplinarios para ayudar a los estudiantes aprender de las investigaciones agrícolas.
- Disponible en Inglés como "Sci4Kids" - usa los dos sitios en programas de educación bilingües o en clases de lenguajes. Vea la versión en Inglés en: <http://www.ars.usda.gov/is/kids>

Las historias se basan de las investigaciones conducidas en el Servicio de Investigación Agrícola (ARS siglas en inglés). ARS es la agencia principal de investigación dentro del Departamento de Agricultura.

For downloadable reproducible flyers or a coloring page, see <http://alembic.nal.usda.gov/is/espanol/kids/pdf>. Contact Dianne Odland for hard copies—dodland@asrr.arsusda.gov, (301) 504-1633.

Ag in the Classroom---State Contacts

Each state, Washington D.C., and U.S. Territory has an Agriculture in the Classroom program. The individuals listed here are key reference persons in each state.

Alabama

Ms. Jane Alice Lee
P: (334) 240-7125
F: (334) 240-7193
E: alagipub01@agr-ind.state.al.us

Alaska

Ms. Vicki Naegele
P: 907-895-4012
F: 907-895-5471
E: AAITC@knix.net

Arizona

Ms. Monica Pastor
P: (602) 470-8086 ext 317
F: (602) 470-8092
E: mpastor@ag.arizona.edu

Arkansas

Tim King
P: 501-224-4400
F: 501-228-1557
E: timking@arfb.com
http://www.arfb.com/agclass/

California

Ms. Judy Culbertson
P: (916) 561-5625
F: (916) 561-5697
E: cfaitc@cfbf.com
www.cfaitc.org

Colorado

Ms. Bette Blinde
P: (970) 881-2902
F: (970) 881-2587
E: bjb333@aol.com

Connecticut

Ms. Bernadet Kayan
P: (860) 298-4404
F: (860) 298-4408
E: cfba2@aol.com
www.fb.com

Delaware

Ms. Judith Leith
P: (302) 739-4811
F: (302) 697-6287
E: judith@smtp.dde.state.de.us

District of Columbia

Ms. Barbara Evans
P: (202) 274-7160
F: (202) 274-7130

Florida

Ms. Deena Stokes
P: 352-846-1391
E: dlst@gnv.ifas.ufl.edu

Georgia

Ms. Donna Reynolds
P: (912) 474-8411
F: (912) 405-3422
E: dhreynolds@gfb.org

Hawaii

Mr. Michael Barros
P: (808)394-1312
F: (808-394-1216
E: mike_barros@notes.k12.hi.us

Idaho

Mr. Rick Waitley
P: (208) 888-0988
F: (208) 888-4586

Illinois

Ms. Rebekah Calhoun
P: (309) 557-3334
F: (309) 557-2641
E: rcalhoun@ilfb.org
http://www.fb.com/ilfb

Indiana

Ms. Lori Smith
P: (317) 232-8769
F: (317) 232-1362
E: LSMITH@commerce.state.in.us

Iowa

Ms. Carol Davis
P: (515) 225-5425
F: (515) 225-5661
E: cdavis@tbf.org
www.agaware.iastate.edu/

Kansas

Ms. Sandra Kramer
P: (785) 532-7946
F: (785) 532-7304
E: kfacc@ksu.edu

Kentucky

Ms. Faye Lowe
P: (502) 495-5000
F: (502) 495-5114
E: flowe@kyfb.com

Louisiana

Lynda Danos
P: (225) 922-6503
F: (225) 922-6229
E: lyndad@lfbf.org
http://www.lfbf.org

Maine

Ms. Barb Blackstone
P: (207) 764-6464
F: (207) 764-4148
E: blaccb@bangornews.infi.nethhttp://bairnet.bpl.lib.me.us/organizations/agclass/purpose.htm

Maryland

Mr. Steven Connelly
P: (410) 489-9030
F: (410) 489-9035
E: saconn@ix.netcom.com
www.mda.state.md.us/s/maef/default.htm

Massachusetts

Ms. Debi Hogan
P: (508) 336-4426
F: (508) 336-0682
E: dchogan@sprynet.com
www.aginclassroom.org

Michigan

Ms. Deb Laurell
P: (517) 323-7000
F: (517) 323-6541
E: mfbinfo@aol.com

Minnesota

Mr. Alan Withers
P: (651) 296-6688
F: (651) 296-6890
E: alan.withers@state.mn.us

Mississippi

Ms. Clara Bilbo
P: (601) 977-4245
F: (601) 977-4808
E: cbilbo@msfbfb.com

Missouri

Ms. Diane Olson
P: (573) 893-1414
F: (573) 893-1560
E: proed@computerland.net

Montana

Ms. Margie Thompson
P: (406) 562-3562
E: mvbaker@3rivers.net
1boyer@mt.gov

Nebraska

Ms. Ellen Hellerich
P: (402) 421-4400 ext. 2002
F: (402) 421-4432
E: ellenh@nefb.com
http://www.fb.com/nefb/ag-ed/ag-ed.html.

Nevada

Ben Damonte
P: (702) 853-6464
F: (702) 853-3667
E: brownstation@pyramid.net

New Hampshire

Ms. Lynn Blye
P: (603) 271-3696
F: (603) 271-1109
E: landscapea@aol.com

New Jersey

Ms. Joni Elliot
P: (609) 292-8897 or (609) 633-7463
F: (609) 292-3978
E: agahuts@ag.state.nj.us

New Mexico

Ms. Jennifer Hopper
P: (505) 532-4704
F: (505) 532-4710
E: jhopper@zianet.com

New York

Dr. Janet Hawkes
P: (607) 255-8122
F: (607) 255-7905
E: def4@cornell.edu
jeh34@cornell.edu
http://www.cals.cornell.edu/dept/education/Projects/AITC/index.htm

North Carolina

Ms. Louise Lamm
P: (919) 783-4319
F: (919) 783-3593
E: lammlw@ncfb.com

North Dakota

Ms. Joann Beckman
P: (701) 328-4754
F: (701) 328-1870
E: jbeckman@state.nd.us

Ohio

Mr. Tom McNutt
P: (614) 876-4636
F: (614) 876-0751
E: mcnutt.2@osu.edu

Oklahoma

Dr. Charles Cox
P: (405) 744-5390
F: (405) 744-6522
E: ccox@okway.okstate.edu
http://www.clover.okstate.edu/four/aitc/

Oregon

Ms. Tami Kerr
P: (541) 737-8629
F: (541) 737-1332
E: AITC@orst.edu

Pennsylvania

Ms. Pat Sueck
P: (717) 862-3486
E: pasueck51@starix.net
http://www.cas.psu.edu/docs/CASPROF/agclassroom/agclassroom.html

Rhode Island

Mr. Tyler Young
P: (401) 624-4107
F: (401) 625-1467

South Carolina

Ms. Maria Napier
P: (803) 936-2437
F: (803) 664-0795
E: mnapiet@scfb.com

South Dakota

Ms. Melanie Schumacher
P: (605) 945-2306
F: (605) 224-7426
E: sdagclassroom@dtgnet.com

Tennessee

Mr. Charles Curtis
P: (931) 388-7872
F: (931) 388-5818
E: ccurtis@tbf.com
http://www.tnfb.com/agclass.html

Texas

Mr. Tad Duncan
P: (254) 751-2608
F: (254) 751-8732
E: tduncan@tbf-waco.org
http://www.fb.com/tbf/educate/aitc.htm

Utah

Ms. Debra Spielmaker
P: (435) 797-1657
F: (435) 797-4002
E: debras@ext.usu.edu
http://ext.usu.edu/aitc

Vermont

Ms. Kristen Thurber
P: (802) 828-2099
F: (802) 828-3831
E: kristent@agr.state.vt.us

Virginia

Mrs. Michele Awad
P: (804) 290-1000
F: (804) 290-1096
E: mawad@vafb.com

Washington

Ms. Sandra Finch
P: (509) 762-9255
F: (509) 762-9266
http://www.eburg.com/~waic

West Virginia

Mr. Bill Aiken
P: (304) 472-2080
F: (304) 472-6554
E: waiken@gcnet.net

Wisconsin

Mr. Bob Leege
P: (608) 828-5710
F: (608) 828-5769
E: bleege@wfbf.com

Wyoming

Shannon R. Andreen-Shipp
P: (307) 777-6618
F: (307) 777-6593
E: yaic@usa.com
www.wyoagcenter.com/waic/classroom.html

American Samoa

Mr. Aufa'i Ropeti Areta
P: (684) 699-1394/20
F: (684) 699-4595

Guam

Res. Instruction Coord.
P: (671) 735-2009
F: (671) 734-6842

Micronesia

Mr. Jackson A. Phillip
P: (691) 320-2738
E: jphillip@mail.fm

Puerto Rico

Ms. Priscilla Hernandez
P: (787) 834-3165
F: (787) 834-3165
E: p_hernandez@rumac.upr.clu.edu

Virgin Islands

Mr. Otis Hicks
P: (809) 773-0758